

Request for Proposals: Curricular Innovation Pilot Course Grant (2024-2025)

Overview

The Common Curriculum Central Committee invites applications for Curricular Innovations Pilot Course grants. Faculty are invited to develop courses, clusters, or sequences that create multidisciplinary, interdisciplinary, transdisciplinary, even post-disciplinary learning experiences. These grants are intended to support collaboration and community building among faculty who teach Common Curriculum courses so that they may provide new models of innovative teaching, improve alignment across sections of Common Curriculum courses, and support diversity, equity, and inclusion. These grants are supported by the Office of the Provost.

Consider developing courses, clusters, or sequences that encourage immersion in the scholarly and the creative arts, promote robust opportunities for local or international community engagement, foster the synthetic, cross-disciplinary thinking needed to address irreducibly complex real-world problems, and/or build collaborative skills, cultural competencies, and ethical dispositions essential to better futures.

Pilot course proposals should be collaborative efforts of two or more faculty (any line: tenure, professional, teaching, or clinical). Collaborations may be across single courses (e.g., WRIT 1133), a single Common Curriculum attribute (e.g., Analytical Inquiry: Society and Culture), or, ideally, across Common Curriculum attributes (e.g., ASEM and Scientific Inquiry: Society and Culture).

Examples

Clusters

Two or more courses that students take simultaneously, with direct interactions between the two and collaborative teaching. Each course counts for the appropriate attribute credit. For example, a cluster might be the Unhoused in America, which would be an AI:S course about representations in art and media of the unhoused clustered with an SI:S course on scientific and policy perspectives on the unhoused.

Sequences

Two or more courses that students complete in sequential quarters, with later classes building on the earlier quarter's content. Each course counts for the appropriate area credit. For example, a sequence on Representations of Time might begin with an AI:S philosophy course on the phenomenology of time, followed by a cognitive linguistics SI:S course about semiotic and semantic representations of time, ending with a NI:S course on temporal logics.

Team Teaching

A course in which two or more faculty collaboratively develop and teach one section of a course that meets one attribute. Consider either hybrid, sequential, or concurrent models. For example, one model for ASEM might be a Monday lecture that includes three sections

of an ASEM (60 students) together for lecture or activities along with a Wednesday cohort meeting (15-17 students) for small group discussion and writing. A sequential model, for example, might involve the first half of an AI:S course taught by one instructor, the second by another instructor (or alternating throughout). A concurrent model might be collaborations between two or more sections, for example, multiple WRIT sections designing a student publication with each section building separate components based on faculty and student expertise (e.g., design, editorial guidelines, calls, reviewing).

Experimental

Any combination of the above models that might also reconfigure typical student pathways through the Common Curriculum. For example, a cohort of students might receive 12 credits for taking a three-course XPRT sequence on, for example, Water in the West. Such a course might count towards one SI:N, one SI:S, and ASEM, and would have students working in conjunction with the [Color of Water in Colorado](#) IRISE initiative.

Integrative Learning Grants

Up to \$500 for faculty to build significant moments of interdisciplinary learning for students in AI and SI courses, including paying for guest lectures, community-engaged opportunities, experiential learning and travel, and signature project or student-research support.

Criteria

- Clusters, Sequences, Team Teaching, and Experimental proposals must be collaboratively authored. Integrative Learning Grant Proposals can be single authored.
- Students may take up to 12 credits of these innovative pilot courses to satisfy existing general education requirements.
- The courses must meet appropriate attribute learning outcomes, which means the courses must be approved by the units responsible for those attributes.
- The courses must be 1000- or 2000-level
- The courses must be open to all majors
- The courses must be taught on-load and must have the expected normative maximum enrollments for the type of course.

Requirements and Expectations

- Funds are meant to be spent for professional development and additional time investment. They cannot be used to replace FTE or buy out faculty (i.e., no reassignments or releases in whole or in part).
- 2024-2025 grants are for use June 15, 2024 through June 15, 2025.
- Funds cannot be used exclusively for food, travel, or guest lectures (although, certainly a small portion can be used for such). The funds are intended to encourage deeper faculty engagement and professional development in general education.
- Preference will be given to practical, inclusive innovations with the potential for success and replication. In other words, preferences are for courses/clusters/sequences accessible to students and their scheduling needs, including different voices and perspectives, and that can be offered with only slight iterations in the future.

- Faculty will be responsible for a brief, final report of project outcomes sent to the Central Committee who will use these in reports to Office of Assessment, Faculty Senate, and accreditation. The report is due two months after the end of the proposed innovation is complete.

Grant Amounts and Spending Deadlines

- Awards of up to \$1,500 per faculty for clusters, sequences, team teaching, and experimentation. In proposals, faculty can request additional grant money, but proposals will be considered primarily on the outcomes of the \$1,500 grant.
- Individual Teaching Innovation Grants are capped at \$500.
- Grant expenditures should be spent by June 15, 2025.

Grant Spending Examples

- Professional development and enrichment
- On-campus conferences or symposia
- Guest speaker honorarium
- Event materials, food/drinks, catering

Timeline

- May 29 – Review of proposals will begin.
This requires syllabuses, chair/director support, dean support, and college/committee approval for Common Curriculum attribute (if not already in the Bulletin).
Submissions after the May 29 deadline will be considered on a rolling basis.
Applications will not be accepted for 2024-2025 after October 1.

Elements of the proposal

- A project title and 50-word (or less) abstract.
- Complete identifying/contact information for all involved in the proposal. Email addresses for Chair and Dean to confirm approval.
- A description of no more than 1,000 words explaining the proposed cluster, sequence, team teaching or innovation and how it is multidisciplinary, interdisciplinary, transdisciplinary, even post-disciplinary.
- Syllabuses for the courses.
- A short (one-page or less) rationale for how you will use the grant or budget.
- A timeline for various steps needed to complete the project.

Submissions

Please submit complete proposals as an email attachment to Richard Colby [richard.colby@du.edu].

Contact

Richard Colby, Faculty Director of General Education [richard.colby@du.edu]